DOCUMENT RESUME

ED 363 809 CG 025 080

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TITLE Ready, Set, Go! for Independent Living. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE 91
NOTE 35p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
AVAILABLE FROM Youth Change, 275 N. Third St., Woodburn, OR 97071-4705 ($12 per book, $90 per set of eight).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adolescents; *Independent Living; *Interpersonal Competence; Secondary Education; *Youth Problems

ABSTRACT

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. This document presents 20 lessons on the social skills necessary to live independently. It includes four lessons designed to help students accurately evaluate their readiness for independent living. Other lessons teach the basic steps for locating housing, for properly completing housing application forms, for making telephone contact with property managers to secure housing, for thoroughly investigating living sites before renting, and for successfully moving into one's own independent living site. Three lessons focus on laws, including the basics of local rental laws to aid students in complying with standards when they live in their independent living rental site; pertinent laws that will apply to students when they move into independent living; and the basic concepts of city, state, county, and country to help students in complying with laws and using government resources, the telephone book, maps, etc. Another lesson shows students that they can always find legal, appropriate recreational activities. Other lessons teach the basics of menu planning and food budgeting, focus on managing crises, explain budgeting and paying bills, and describe how to read the classified advertisements to make household purchases. One lesson trains students to be ready to defend and protect themselves on the streets, in their homes, on their jobs, and on their own. Finally, two lessons focus on how to cope emotionally with independent living. (NB)

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Breakthrough Strategies to TEACH and COUNSEL Troubled Youth

Social Skills • School Skills • Coping Skills LESSON SERIES

RENTAL
☆ Able to rent tall buildings in a single bound
☆ Can balance a check book faster than a speeding bullet
☆ Uses mass transit more powerful than a locomotive

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Ready, Set, Go! for Independent Living

Ruth Herman Wells, M.S.
Illustrated by Daniel C. Wells

Social Skills

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RENTAL AGREEMENT

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Lesson 1

Are You Really Ready for Independent Living?

Goal: To assist students to accurately evaluate their readiness for independent living; and to aid oppositional youth to reconsider unrealistic appraisals of their readiness.

Materials: Chalkboard, chalk, pens, one copy for each student of "Are You Ready for Independent Living?"

1. ▲ **Inform** the class members that they will be examining if they are ready to live independently, or if they could benefit from training to prepare for independent living. **Distribute** copies of the "Are You Ready for Independent Living?" and **ask** the students to complete the form. **Discuss** the completed forms with the class and **assist** each student to determine if they are really ready to live on their own.

2. ▲ **Direct** the students to determine which areas they most need training on. **Assist** each student to discuss their weak and strong areas with the class.

3. ▲ **Ask** the students to each describe their hopes and dreams about living independently, for example, what their apartment will be like, what kind of job they want, etc. At the end of each student's turn, **ask** the student if they care enough about reaching these goals, to do the work and studying necessary to succeed.

4. ▲ **Review the major points of this lesson:**

- **To successfully live independently, you must master an extensive array of skills.**
- **If you are serious about really wanting to successfully live independently, then you must work and study to be prepared for the situations that you will encounter.**

ARE YOU REALLY READY FOR INDEPENDENT LIVING?

EMOTIONAL READINESS
- ❑ Are you emotionally stable, and appropriately managing personal problems?
- ❑ Do you have, and use, a good plan for interacting with your family?
- ❑ Do you have, and use, a good plan for having safe and healthy friendships and relationships?
- ❑ Do you consistently use groups, counselors and appropriate adults to assist with problem-solving?
- ❑ Do you have, and use, a good community support network?

SOCIAL READINESS
- ❑ Are you following a reasonable curfew and meeting other appointments and deadlines?
- ❑ Are you following all laws and rules?
- ❑ Are you interacting with all adults and peers in a business-like manner?
- ❑ Is your personal living area properly maintained?
- ❑ Is your personal appearance satisfactory?
- ❑ Are you meeting your responsibilities and commitments?
- ❑ Do you have ID that you regularly carry with you?
- ❑ Do you know how to access community crisis resources?
- ❑ Do you have a good plan for transportation?

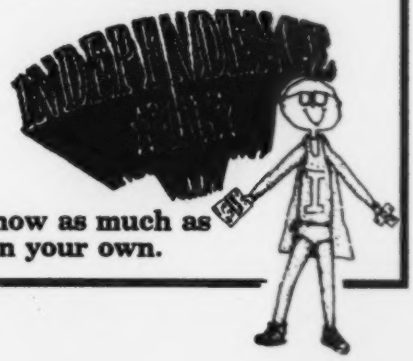
HEALTH
- ❑ Are you properly caring for your hygiene and health needs?
- ❑ Are you eating regularly and adequately?
- ❑ Are you ensuring that you will not expose yourself to AIDS, sexually transmitted diseases or unplanned pregnancy?
- ❑ Are you sleeping adequately?
- ❑ Are you aware of and/or using low/no-cost health care options, or have another satisfactory plan?
- ❑ Are you consistently avoiding the abuse of substances?

EMPLOYMENT
- ❑ Are you getting to work on time every day you are scheduled?
- ❑ Does your boss feel that your work performance is satisfactory?
- ❑ Do you have a work permit, social security number and other permits, as required?

BUDGET
- ❑ Are you earning enough money to meet your bills?
- ❑ Do you have a bank account?
- ❑ Do you have money saved for emergencies?
- ❑ Are you saving money every month?
- ❑ Have you developed and followed your budget?
- ❑ Do you properly manage your money?

HOUSING
- ❑ Have you found an affordable apartment?
- ❑ Have you inspected your apartment and consulted with an adult to ensure all arrangements are satisfactory?
- ❑ Is the apartment convenient to work and transportation?

SCHOOL
- ❑ Are you attending school regularly and on time?
- ❑ Are you completing your school requirements satisfactorily?
- ❑ Does your behavior meet school requirements?



When you answer "YES" to all these queries, you know as much as INDEPENDENCE MAN and are ready for life on your own.

Lesson 2

Are You Ready to Handle Life On Your Own?

Goal: To assist students to accurately evaluate their readiness for independent living; and to aid oppositional youth to reconsider unrealistic appraisals of their readiness.

Materials: Chalkboard, chalk, pens, one copy for each student of "Messages on the Answering Machine", pens, several young people who have already moved into independent living.

1. ▲ **Inform** the class that they will be able to objectively assess their independent living readiness by taking a brief experiential quiz. **Distribute** copies of "Messages on the Answering Machine" and **ask** the class to write down how they would handle each of these messages if they were living independently and came home to find these messages on their answering machine.

2. ▲ **Direct** the students to each take a turn describing how they would handle each call, then **assist** the group to develop the optimal way each message could be addressed, and the problems that could result from using other approaches. **Aid** each student to compare their response with the optimal one, and to discover for themselves that they might be able to benefit from additional training before moving into the community.

3. ▲ **Invite** teens who have recently moved into independent living sites to tell "war stories" about the results of not being fully trained to succeed independently, and to discuss what they've learned with they've learned. Alternately, if these youth are not available, **ask** the students to relay stories of friends they've known who moved out prematurely and encountered difficulties.

4. ▲ **Ask** the class to identify likely problem and crisis situations that young people can face if they move out into the community before they are fully ready. **Include** in the discussion an examination of who is most likely to be able to stay out in the community living independently: the youth who moves before fully ready or the youth who first receives all needed training and support. Ask the students to identify which result they would prefer to experience.

5. ▲ **Review the major points of this lesson:**

- **Training can fully prepare you to live independently. Without this training, you are likely to make serious or painful mistakes.**
- **Youth who receive all needed training to live independently are more likely to be able to maintain their independent status.**

MESSAGES ON THE ANSWERING MACHINE

Hello. This is your landlady. You're getting a 72 Hour Eviction Notice and you know that means you must be out in 3 days. (Beep)

Sorry we missed you. This is the Ring-a-Ding-Ding Telephone Company. The new service we're offering is Call Waiting. It's only $75 per month and we knew that you would want it so it will start being on your bill next month. (Beep)

I can't believe you're not there. Sally and I need to spend just a little time at your place-- a month at the most. Just leave the key under the mat. We're desperate, so make sure the key is there. (Beep)

This is your landlady again. I've decided that 72 hours is too long. Be out by tomorrow or else. (Beep)

Hi! This is the Dinghy Company. You've won a boat! It's your's free complete with a 33 half-power mini motor and ready to sail today! All you have to do is call 1-900-666-9878 by 6 PM to claim your prize and sail off in your brand new Krabbin Kruiser. (Beep)

Hullo..this is Shari. I'm feeling really bad. I may...I dunno...do something wild or silly... Wanna come get high with me? I'll come by with the stuff. No one will ever know. We'll both feel better. I'll be there in an hour. It'll cheer us up. (Beep)

This is your mother. I've changed my mind about you living alone. I think the emancipation laws let me just change my mind about this if I want to, and I'm mad about you never calling me so I'm making you move back home. Now, don't start telling me there's too much drinking at home for you to live here. I know the law, you just do what I say and be home tonight! (Beep)

Hullo...Shari again. Where were you? I did it all by myself... I'm real bad now. I think I'm fading out or something. I need a doctor or someone to talk to. I'm so dizzy... do you think I'll be alright? Get me some help quick...please... (Beep)

How to Seek and Find Shelter

Goal: To teach students the basic steps they must take to locate housing.

Materials: Chalkboard, chalk, paper and pen for each student, one copy of "Apartment Hunter's Work Sheet", one copy for each student of your local newspaper or newspapers.

1. ▲ **Inform** the students that they will be learning how to use the newspaper to locate potential housing sites. **Note** other resources for housing leads in your community, then **distribute** copies of the local newspaper, then **show** the students how to find the index and housing classified ads. **Describe** how your newspaper categorizes housing listings, and also briefly **detail** other formats that are used by newspapers elsewhere. **Ask** the students to use the index to find the housing ads and appropriate housing categories.

2. ▲ **Ask** the students to inspect the housing ads and to identify any abbreviations or words they don't recognize. **List** these words on the board in a column. **Include** in the list common housing abbreviations such as the following:

• *A/C or air (air conditioning), applc (appliances), appt (appointment), apt (apartment), avail (available), bath (bathroom), bdrm, br or brm (bedroom), cln fee (cleaning fee), compl (complete), cpt or crpt (carpet), dep (deposit), dw or dshwher (dishwasher), dwntwn or dntn (downtown), ea (each), electr or elec (electric) exc (excellent), first/last (first and last month's rent), furn (furnished), garb (garbage), gar (garage), incl or inc (includes), inq (inquire), kitch (kitchen), laund (laundry), loc (location), lrge or lg (large), mgr (manager), m or mo (month), nr (near), pd (paid), pref (preferred), priv (private), req (required), refrig (refrigerator), rm (room), refs (references), stu (studio), transp (transportation), unfurn (unfurnished), w/ (with), wk (week), yd (yard).*

▲ **Assist** the students to translate each abbreviation into the full word or phrase and discuss what each item means.

▲ **Ask** each student to translate several ads aloud from the newspaper.

3. ▲ **Ask** the students to complete the Apartment Hunter's Work Sheet, then review the sheets and discuss with the class.

4. ▲ **Review the major points of this lesson:**

• Most newspapers have an index that helps you quickly find the classified ads.

• Ads for housing are usually found in the classified ad section.

• Each newspaper has a system to organize it's housing ads by location or other category.

• Abbreviations are heavily used in many classified ad sections; understanding the abbreviations is necessary is you want to be able to read the ad.

APARTMENT HUNTER'S WORK SHEET

1. Find a 2 bedroom apartment that takes children and is within your housing budget.

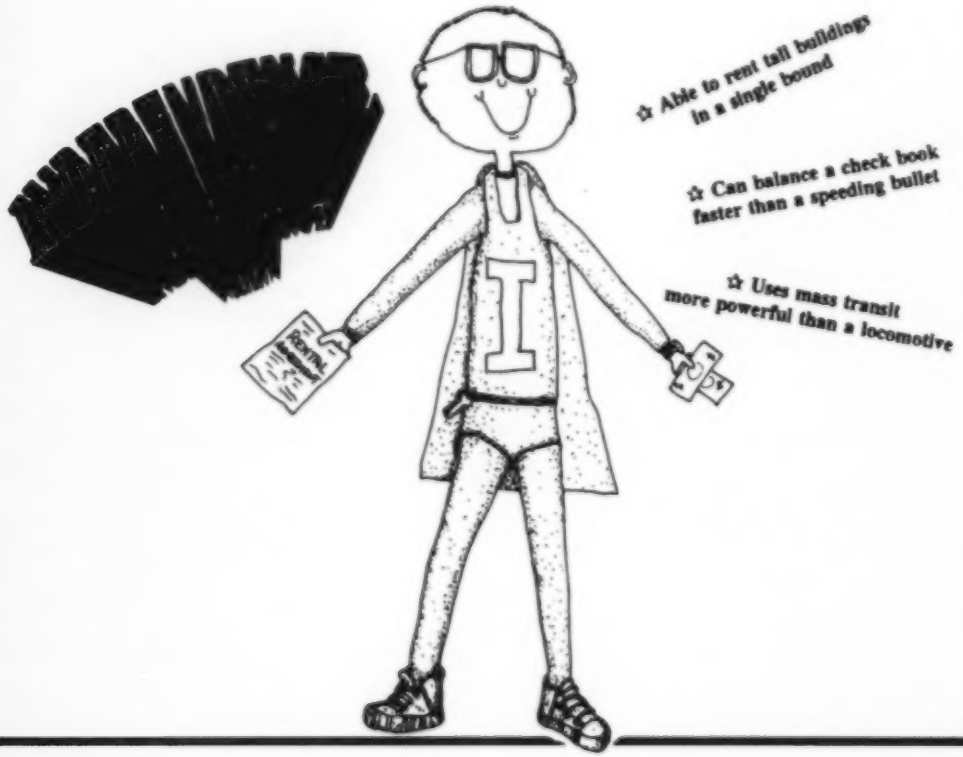
2. Find an apartment in an outlying area that has 1 bedroom.

3. Find a studio apartment near mass transportation.

4. Do most rental units in your area require deposits? How much?

5. What is the typical rent for a downtown apartment?

6. Find a furnished studio with rent within your budget.


Rental
☆ Able to rent tall buildings in a single bound
☆ Can balance a check book faster than a speeding bullet
☆ Uses mass transit more powerful than a locomotive

Lesson 4

Managing Crises Through Community Resources

Goal: To train students to be ready to manage crises when they live on their own.

Materials: Chalkboard, chalk, paper and pen for each student, several local phone books and social service resource guides.

1. ▲ Using the phone books and community resource guides, **aid** the students to develop a comprehensive list of crisis resources for their area for the type of problems they are most likely to face. **Include** these types of crises: hunger, poverty, homelessness, medical emergency, pregnancy, a lack of child care, a lack of shoes or warm clothing, emotional problems, marital/relationship problems, rape, assault, theft, fire, death of significant other, physical injury, crime, eviction, lack of transportation, battering, lost child, overdose, arrest, domestic violence, etc.

2. ▲ **Ask** the class to assist each student to identify what crisis that student could be most likely to encounter someday, then **aid** the class to present the student with a crisis scenario that the student must manage using the resources available in your community. (For example, an aggressive youth might be given this scenario: *You are shoved by a guy on the bus and end up beating him up seriously and the police arrest you and lock you up. What do you do?)* **Direct** the students to role-play accessing needed help from the initial steps of looking up and finding the resource through phone calls and in-person contact.

3. ▲ **Ask** the students to remember the personal future crisis that the rest of the class presented them with, then, one at a time, **ask** each student to work with the class to identify ten ways they could reduce the likelihood of actually facing that crisis in their life.

▲ **Ask** each student to identify two other crises they could face and to name ten ways they could reduce the likelihood of facing these problems. **Ask** each student if they plan to use these ways of reducing the likelihood of crisis. **Discuss** what will happen if students don't actively prevent crises from developing, and **ask** the class members if they wish to endure the consequences of this.

▲ **Ask** each student to imagine how they would behave if they actually were faced with a crisis situation. **Help** each student identify what problem behaviors they would likely use, such as becoming hysterical or withdrawn, and to determine how they could be ready to avoid or moderate using these behaviors. **Discuss** the tendency of people in crisis to often turn one problem into many problems.

4. ▲ **Review the major points of this lesson:**

▲ **Your community has resources to help you with many of the kinds of crises you may encounter.**

- **Many crises can be avoided if you take preventative steps ahead of time.**
- **When in crisis, some people become hysterical or withdrawn or use other problem behaviors that worsen the situation. You are less likely to follow this pattern if you take steps to avoid these problem behaviors.**
- **When in crisis, people often make additional mistakes that cause additional problems. This pattern can be avoided by being aware of it, and having a plan to use alternative behaviors.**

Are You Ready for a Typical Day as an Adult?

Goal: To assist students to accurately evaluate their readiness for independent living; and to aid oppositional youth to reconsider unrealistic appraisals of their readiness.

Materials: Chalkboard, chalk, pens, one copy for each student of "Are You Ready for a Typical Day as an Adult?

1. ▲ Inform the class members that they will be examining if they are ready to live independently, or if they could benefit from training to prepare for independent living. **Distribute** copies of the "Are You Ready for a Typical Day as an Adult" and **ask** the students to complete the form. **Discuss** the completed forms with the class and **assist** each student to determine if they are really ready to live on their own. *(The correct answers are: 1. Call the boss; 2. Get a written estimate; 3. County or other government health facility; 4. The classified ads, index; 5. Automobiles; 6. "Two doors" and "On Approved Credit"; 7. Go to a bank with your I.D. and money and ask for forms and information on specific bank procedures and requirements for minimum amount of money needed to open an account; 8. Check must have date, full name, properly completed money amounts that can not be easily altered, a signature that matches the signer's I.D.; 9. Entertainment; 10. Be able to name the next city to the North, then read a map, ask for directions or be able to specifically name all the roads to follow to reach that city.)*

2. ▲ Direct the students to determine which areas they most need training on. **Assist** each student to realistically discuss their weak and strong areas with the class.

3. ▲ Ask the students to each describe what could happen if they moved into independent living before they were ready, and **inquire** of each youth if they wish to endure those results.

4. ▲ Review the major points of this lesson:

- **To successfully live independently, you must master an extensive array of skills.**
- **If you are serious about really wanting to successfully live independently, then you must work and study to be prepared for the situations that you will encounter.**
- **Living independently can require managing frequent problems and crises that you must be ready to manage.**

ARE YOU READY FOR A TYPICAL DAY AS AN ADULT?

1. Your car won't start and you are going to be late for work. What is the first thing you must do?

2. When your car arrives by tow truck at the repair shop, what must you be sure to ask the mechanic so you won't get ripped off?

3. You feel sick after all the problems you've been having with your car, and you don't have much money left. Where can you go to a doctor that is free or low cost?

4. You decide that you need a new car, and want to look in the newspaper to find one. What section of the paper are cars listed in, and what do you use to find where that section is located?

5. What heading are cars listed under in the ad section of your newspaper?

6. In the ad for a truck, it says "2 dr" and "OAC". What do those phrases mean?

7. You realize that you will need a checking account to make payments on the truck you selected. How do you start an account?

8. Write a check for the truck to the seller for $4555.

FIRST STATE BANK

Independence Man
123 Knowledge Lane
Independence, PA 09878 _____ 19____

PAY TO THE
ORDER
OF _____ $_____

_____ DOLLARS

_____

9. You want to drive the truck to a drive-in movie. In what section of the newspaper are movies listed?

10. The only movie you like is playing in the next city North of where you are. How do you find out how to get there?

RATE YOUR SCORE:

9-10 Answers Right.....You are Independence Man
7-8 Answers Right.....You Could Become Independence Man
5-6 Answers Right.....Keep Studying!
4 or Less Answers Right ...Don't Leave Home Yet!

Lesson 6

Budgeting and Bill Paying

Goal: To train students to properly pay their bills, and to demonstrate how to manage common problems with budgeting and bill paying.

Materials: Chalkboard, chalk, one copy for each student of the budget form, simulated phone and utility bills, simulated repair bills, play money, simulated checkbooks, and small squares of paper with one bill-paying problem on each slip (for example: your heat bill is due and you only have enough money to pay for the bill or buy great new outfit you deperately need for the party tonight), container to hold the slips, pens or pencils for each student, calculators (optional), working extension phones or play phones.

1. ▲ Using the simulated bills, **teach** the students how to read the bills, and **offer** information on how and when to pay bills. **Emphasize** the following: *the due date for payment, how the company arrived at the total, the method of payment, and the short and long-term consequences of not paying bills on time, or at all.* **Ask** the students to each assess if they want to face these consequences.

2. ▲ Using the students' actual or likely income amounts, **assist** each student to develop a budget on the draft side of the budget form. If necessary, **allow** the draft budget to be unrealistic or inaccurate, and **aid** the other students to identify the consequences of not allowing money for savings, medical needs, food, etc. **Assist** the students to confront class members who say they'll turn to friends, relatives, welfare, etc. when they overspend. **Encourage** the class to discover the most likely outcomes of problematic budgeting, and **assist** the class to transform each draft budget into a realistic, workable final budget that is acceptable to both the student and the class.

3. ▲ **Inform** the students that they will be practicing their money management skills during role-plays. Each student should be given a turn to draw a slip of paper and to develop a solution to the problem described on the slip. The student should use actual cash or checks to illustrate how they would address the situation. Students can be given several chances to properly manage the situations. If possible, students should be provided access to actual phones to call extensions and then conduct role-play conversations to resolve the problem situation. **Ask** a class member to be ready at the phone extension to role-play a typical company staff person attempting to actively collect payments due. **Debrief** each role-play offering feedback and praise; **allow** repeat efforts as needed.

4. ▲ **Review the major points of this lesson:**

- **There are predictable negative consequences to poorly budgeting and managing your money.**
- **The negative consequences of not properly budgeting or paying bills will happen to you.**
- **To successfully become and stay independent, you must devise a realistic budget and follow it.**
- **To successfully become and stay independent, you must promptly pay your bills.**

DRAFT BUDGET

Net Income: $_____

_____

Rent $_____

Utilities $_____
(Include heat, electricity, water, garbage, other)

Phone $_____
(Include deposit)

Laundrey $_____

Groceries $_____

Clothes $_____

Transportatioin $_____

Medical/Dental $_____

Savings $_____
(At least 5% of pay check should be saved for future emergencies)

Entertainment $_____

Miscellaneous $_____

Other $_____

TOTAL BUDGET AMOUNT $_____

(Total Budget Amount Must Equal Net Income)

**** FINAL BUDGET ****

Net Income: $_____

_____

Rent $_____

Utilities $_____
(Include heat, electricity, water, garbage, other)

Phone $_____
(Include deposit)

Laundrey $_____

Groceries $_____

Clothes $_____

Transportatioin $_____

Medical/Dental $_____

Savings $_____
(At least 5% of pay check should be saved for future emergencies)

Entertainment $_____

Miscellaneous $_____

Other $_____

TOTAL BUDGET AMOUNT $_____

(Total Budget Amount Must Equal Net Income)

Lesson 7

Purchasing Household Goods

Goal: To instruct students on how to read the classified ads for making household purchases.

Materials: Chalkboard, chalk, a photocopy for each student of the local classified ads for household goods, several copies of local newspapers.

1. ▲ **Introduce** this lesson by discussing the type of purchases the students are likely to need to make when first living on their own, and their readiness and experience in this area. **Assist** the class members to realize that they are novices in this area. If the students do not identify that they could benefit from training to make informed purchases, **quiz** them on their recognition of common newspaper abbreviations used in your local papers.

2. ▲ **Inform** the students that they will be learning common automobile classified ad abbreviations. Write on the board common abbreviations used in your local newspapers and elsewhere, and **assist** the students to translate these abbreviations into common language, and **write** the translation on the board. If students are resistant or disinterested, **encourage** them to make silly guesses about the translations prior to making serious ones.

3. ▲ **Ask** the students to open their classified ad sections to the household goods columns and locate additional abbreviations. **Write** each abbreviation on the board and ask the class to translate it, then write the translation on the board.

4. ▲ **Ask** the students to each select ads to read aloud the ad for an item they may someday need. Each student should translate all abbreviations as they read.

5. ▲ **Display** the copy of your primary local newspaper, and **review** how to use the index to find the classified ads. **Display** other local newspapers that students may wish to use to make purchases, and **indicate** how these papers can be obtained. Also **discuss** other sources of information in your community such as bulletin boards, etc.

6. ▲ **Review the major points of this lesson:**

- **Ads for household goods and other items can be found in the classified ad section of the newspaper.**
- **The index helps you locate where the classified section is in the newspaper.**
- **Abbreviations are commonly used in classified ads. To understand the ad and make purchases, you must decode the abbreviations.**

Do You Know the Difference Between City, State, County and Country?

Goal: To teach or review students on the basic concepts of city, state, county and country to prepare them to be able comply with laws, and use governmental resources, the phone book, maps, etc.

Materials: Chalkboard, chalk, one copy for each student of maps of your area that show city, state, county, country, assorted color magic markers or crayons for each student, several local and out-of-the-area phone books, several U.S. atlases.

1. ▲ **Introduce** this lesson by discussing the importance of mastering the concepts of city, state, county and country. If students claim to thoroughly understand these distinctions, **quiz** them and **allow** students who are accurate in their understanding, to assist in teaching the class. For those who do not thoroughly understand the distinctions, **illustrate** the importance of understanding these entities by discussing how students must be regulated by, and involved with these bodies and also pay for and use their services (such as taxes, welfare, school, draft, voting, zoning, traffic rules, unemployment, police, crisis aid, etc.) **Discuss** how having access to these services and complying with laws will be critical to successful independent living.

2. ▲ **Distribute** the copies of the maps to the students. **Explain** the differences between city, state, county and country, and include the following information:

• *The city is your local government, and may also be referred to as "town" or "local". The county includes many cities and towns. The state is made up of many counties. A country is made up of states, and may be described by the term "federal".*

▲ **Aid** the students to color in each type of entity in a different color and to label each entity with the appropriate term.

3. ▲ **Distribute** the atlases among the students and **aid** them to locate city, county, state and country in other locales.

4. ▲ **Distribute** the phone books among the students and **explain** how the concepts of city, state, county and country relate to the government services included in the phone book. **Assist** them to use the phone book index, then list out some of the services provided by the government, and then sort the services into those provided by city, state, county and country.

▲ **Ask** each student to identify which government services they are likely to be involved with, or could need in the event of a crisis. Next, **ask** each student to identify the service as city, state, county or country and locate the provider of the service in the phone book and describe or role-play how they would actually dial and talk with the provider.

5. ▲ **Review the major points of this lesson:**

• **Understanding the difference between city, state, county and country is important so that you can be understand how these entities can help and regulate you.**

• **Many of the services provided by government are listed in the phone book by city, state, county and country.**

• **The city is your local government, and may be referred to as "town". The county includes many cities and towns. The state is made up of many counties. A country is made up of states.**

Lesson 9

Understanding Housing Application Forms

Goal: To teach students the steps they must take to properly complete housing application forms.

Materials: Chalkboard, chalk, paper and pen for each student, one copy for each student of several rental application forms used in your area.

1. ▲ **Inform** the students that they will be learning how to complete housing application forms. **Explain** the importance of these forms to securing rental housing, then **distribute** the applications to the students. **Ask** the students to identify the types of information these forms require and **write** their responses on the board. **Include** the following: *name; date; social security number; employer; work address and phone; date of birth; name, address and phone number of a nearby relative; present address, phone number and number of years in residence; current landlord/lady name, address and phone number; credit reference with address and phone numbers; monthly pay; money owed including amounts and names of loan holders; credit card and bank account numbers; previous employer and landlord/lady names, addresses and phone numbers; personal references with addresses and phone numbers. Co-applicants (room mates) are usually also expected to respond to the same inquiries too.*

2. ▲ **Ask** the students to gather the information that is shown on the board and to list it on a piece of paper that can be used to accurately fill in rental application forms either at rental sites or elsewhere. (Students may need several days to gather this information.)

3. ▲ **Ask** the students to fill in the sample application forms using their paper that lists their personal information. **Remind** students that applications that are unreadable or messy will often be disregarded by the landlord/lady. **Offer** assistance to students as needed to satisfactorily complete the application forms.

▲ **Ask** the students to each take a turn role-playing turning in their application to a property manager. In the role-plays, the property manager should reject or table applications that are incomplete, illegible, messy or otherwise improperly done. **Show** the property manager attempting to verify information that is inaccurate or misrepresented before opting to give the apartment to another applicant who was more honest and accurate. **Assist** the class to offer feedback following each role-play. As necessary, **allow** students to repeat their role-plays and redo their applications.

▲ **Ask** the students to develop a list of Do's and Don't's for completing housing applications and **list** their suggestions on the board. **Discuss** the benefits and consequences of using a do or don't behavior and **emphasize** to the students the importance of carrying their personal information sheet with them so they can be ready to properly fill out rental applications on-site.

5. ▲ **Review the major points of this lesson:**

- **To secure housing, you almost always must fill in a rental application form.**
- **Rental application forms usually ask many detailed questions.**
- **Incomplete, messy or illegible housing application forms are often rejected.**
- **To secure housing, you often must be ready to fill in the application form right at the housing site.**
- **To be prepared to fill in housing application forms, always carry with you the information you are likely to need.**

Lesson 10

How to Talk to Property Managers on the Phone

Goal: To teach students the basic steps they must take to make phone contact with property managers to secure housing.

Materials: Chalkboard, chalk, paper and pen for each student, several local newspaper classified housing ad sections, phones (using extension phones works best, toy phones can be substituted.)

1. ▲ **Inform** the students that they will be learning how to initiate phone contact with a property manager in order to learn more about the apartment and arrange to tour the site. **Assist** the students to develop an Apartment Hunt Work Sheet to provide a guide to the information that must be covered on the phone. **Include** the following queries on this sheet: *What is the rent; what are the move-in costs for first and last month deposits, cleaning deposits, key and pet deposits, and are they refundable; what is the exact address and how do I get there; what kind of heat or air conditioning does it have; what utilities are included in the rent; does it have laundry facilities; is it near mass transit; when can I see it; when can someone move in; are pets allowed and what is the property manager's name and phone number?*

2. ▲ **Ask** the students to use the work sheet to guide their initial phone conversations with the property manager. **Ask** each student to take a turn finding an apartment from the newspaper, then role-playing how they would contact the property manager by phone. **Ask** a peer to play the part of the property manager and **allow** the students to use the phones. After each role-play, **encourage** the class to offer feedback on the conversation, and **allow** the student to repeat their effort, if necessary. Each student should use the phone contact to set up a time to view the apartment, and ask all the questions contained on the work sheet; **assist** the class to note if these two chores are properly accomplished.

3. ▲ **Ask** the students to list the Do's and Don't's of phone contact with property managers, and **discuss** the why's of every do and don't that is suggested. **List** the students' responses in columns on the board.

4. ▲ **Review the major points of this lesson:**

- **To arrange to see a housing site, you usually must contact the property manager by phone.**
- **It is critical that you remember to review certain information with the property manager if you are going to be able to efficiently hunt for an apartment.**
- **Neglecting to learn the precise housing site location during your initial phone contact can result in being unable to locate and view the site.**

Lesson 11

What I Gotta Remember to Do When I Move Out on My Own

Goal: To teach students the basic steps they must take to successfully move into their own independent living site.

Materials: Chalkboard, chalk, paper and pen for each student, several Post Office Change of Address forms, actual or simulated utility bills, simulated check books, simulated cash, envelopes, local phone books and community social service resource guides, simulated postage stamps, a calendar.

1. ▲ **Ask** the students to identify what tasks must be completed to successfully move into an independent living site, and **write** these tasks on paper.

▲ Working with all the class members, **synthesize** the responses into a checklist format on the board, that can be transcribed onto paper and later distributed to the class members for their use. **Include** the following: *move all items to the new site; leave behind items that don't belong to you; memorize your new address and phone numbers; write down and carry with you your new address and phone number; write down you property manager's address and phone number; fill out a change of address card at the Post Office; tell your new address to friends, counselors, family, school, employer, bank, etc; pay your rent, bills and deposits promptly; lock your doors and accessible windows at all the time; eat regularly and wisely; stay in contact with your support network of friends and counselors; know your rights; know how to find crisis help; stay out of trouble- think before doing; guard against crime at home and away from home.*

2. ▲ **Review** the list of items on the board and ask students to identify the results of failing to properly and promptly complete each item shown. **Ask** the students to identify if they wish to face these consequences, and **assist** the class to recognize that sooner or later all of these chores must be completed, but delaying completion of these chores will require a lot more time and effort than finishing the them promptly.

3. ▲ **Review** the steps necessary to properly complete each of the tasks listed on the board. **Include** guidance on timeliness, accurate completion of tasks, and the importance of competing all the chores listed. **Use** the address change cards, utility bills and other items to walk the students through each step, first **demonstrating** the procedure then **asking** selected class members to role-play using the proper steps. **Aid** each student to list their support network along with their phone numbers and addresses and to describe when and how they could turn to these people for help. **Encourage** the students to develop a large list and to include both adults and peers on it.

▲ **Discuss** with students that youth who utilize their community support network when upset, lonely or in crisis or most likely to successfully remain in independent living.

4. ▲ **Review the major points of this lesson:**

- **To successfully move into your independent living site, you must properly and promptly complete a wide range of tasks.**
- **Failing to properly complete all the tasks that are part of moving into your new site, can result in serious and costly consequences.**
- **The tasks that are part of moving must be completed sooner or later; delaying completion usually results in more work and complications than if you finish the chores promptly.**
- **Young people who maintain strong bonds with their community support people are the most likely to successfully stay living independently.**

Lesson 12

Tenant Rights and Responsibilities for Living on Your Own

Goal: To teach students the basics of local rental laws to aid them to best comply with these standards when they live in their independent living rental site.

Materials: Chalkboard, chalk, one copy for each student of "Rental Laws I Have to Follow" (This document should be an easy-to-read, understandable synthesis of your applicable local, county and state rental laws. To develop this document, consult local property managers, renter/property management associations, attorneys or real estate agents. A suitable document may already exist for your region. Be sure to cover the following areas: tenant rights and responsibilities, property manager rights and responsibilities, eviction procedures, how to lodge complaints against the property manager and where to go for low cost/no cost help.)

1. ▲ **Ask** the students to identify why they need to know the local laws that apply to renters and property managers. **Assist** the class to determine that without this information, the students can face unfair evictions, unlawful seizure of property, unfair rent increases, improper charges, excessive deposits, forfeited deposits, illegal entry, harassment, etc. **Aid** the class to realize that the laws protect both the renter and owner.

2. ▲ **Distribute** and review "Rental Laws I Have to Follow"; **review** one component at a time, and **write** the law on the board as it is about to be discussed. **Allow** the students to complain about rules that they view as unfair but aid them to recognize that they do not have to like or agree with the laws, but they do have to follow them, and so does the property manager. **Aid** the students to realize many of the laws offer them protection and rights, and don't just restrict and regulate them.

3. ▲ **Ask** the students to develop a list of typical problems that can develop in rental units. **Include** problems such as loud radios, noisy neighbors, roommate disputes, evictions, etc. **Ask** the class to determine how your area's laws have impact on the situation, and what the best course of action would be, and what the worst course of action would be. **Discuss** the ramifications of both courses of action, and **ask** the students to select which consequences they would rather face. **Ask** the class to identify ways to avoid the problem situations developing.

4. ▲ **Ask** each student to determine what problem situations they would personally be most likely to face in their rental site then **aid** them to develop a plan to minimize the chance of these events actually occurring.

5. ▲ **Review the major points of this lesson:**

- **Rental laws protect both the tenant and the owner.**
- **Even though you may not like or agree with a rental law, you must still comply with it.**
- **Many problem situations can be avoided by considering the likely consequences of the choices you make, and selecting the most beneficial course of action.**

Lesson 13

Remembering to Eat When You're On Your Own

Goal: To teach students the basics of menu planning and food budgeting to prepare them for living independently.

Materials: Chalkboard, chalk, several copies for each student of "Your Menu", pens or pencils, several cook books, several newspaper grocery store food ads, a young person who has already moved into independent living (optional).

1. ▲ **Ask** the students to identify the importance of eating properly and budgeting enough money to eat when you are living on your own. **Invite** a youth who is already living independently to relay stories of problems they've encountered, or **ask** the class members to tell stories of peers who have faced difficulty because they forgot to eat, ate just junk food, or lacked money for food when living on their own.

2. ▲ **Assist** the students to each develop a plan for eating that fits the type of budget, preferences, time, skills and equipment they have. **Use** the attached "Your Menu" sheet to structure the students' individual efforts, and **permit** the students to look through the cook books and newspaper food ads to develop their menus.

3. ▲ **Ask** each student to identify what problems they are likely to face as they budget for groceries and strive to eat in a healthy manner. **Assist** the class to help each student develop a workable plan to address the likely problems. For example, a student who hates to cook, could be aided to develop no-cook, but healthy menu ideas; a student who may leave no money for food could be aided to develop a list of low-cost meals and places to go for emergency good supplies.

4. ▲ **Review the major points of this lesson:**

- **To successfully maintain your independent living status, you must stay healthy and nourished, so you must develop and follow a proper diet if you want to succeed when you are on your own.**
- **By anticipating the problems you may have eating properly and budgeting for groceries, you can best avoid these difficulties.**
- **It is possible to eat regularly, inexpensively and quickly if you don't want to devote much time, effort or money to eating.**

YOUR MENU

Fill in each daily menu by food group components to see if you are eating a healthy diet. Include the cost for each meal to see if you are staying within your budget.

Amount Budgeted for Food Per Week: $_____ Per Day: $_____

Day 1	Breakfast	Lunch	Dinner
Protein			
Vegetable-Fruit			
Breads			
Dairy			
Dessert, Snacks, Gum, etc.			
Estimated Cost	$	$	$

Day 2	Breakfast	Lunch	Dinner
Protein			
Vegetable-Fruit			
Breads			
Dairy			
Dessert, Snacks, Gum, etc.			
Estimated Cost	$	$	$

Day 3	Breakfast	Lunch	Dinner
Protein			
Vegetable-Fruit			
Breads			
Dairy			
Dessert, Snacks, Gum, etc.			
Estimated Cost	$	$	$

Lesson 14

Emancipation Law for Emancipating Young Adults

Goal: To teach students the pertinent laws that will apply to them when they move into independent living.

Materials: Chalkboard, chalk, an Emancipation Law Information Sheet for your state or county (This document should convert the relevant emancipation laws in your area to understandable form for your students. To gather this information, contact your local juvenile court, your state legislature, county government, a juvenile rights attorney or association, or local juvenile judge. In many areas, a suitable document explaining emancipation guidelines to young people will already exist and be available free or for a nominal charge. Some states and counties will not have any emancipation laws, and this information can be the focus of the information sheet.)

1. ▲ **Ask** the students to explain your region's emancipation law, listing the participants' ideas on the board. Next, **distribute** to each student one copy of the Emancipation Law Information Sheet and **review** it with them before crossing out any erroneous information on the board. **Include** discussion of how your region's laws impact on an emancipated minor's rights to: *enter into contracts, live independently, drink alcoholic beverages, remain emancipated, reverse the emancipation decree, seek medical care, comply with curfews, vote, enter into marriage, be drafted, quit school, seek birth control, or be tried for criminal or civil misconduct. Also consider the cost of pursuing emancipation, the time required to pursue emancipation, and the requirements for emancipation status, and is emancipation revokable by the guardian or other entity, and how?*

2. ▲ **List** on the board each major component shown on the information sheet and **review** with the students, **relating** the rule to their personal circumstances. For example, some students who seek emancipation will have difficulty demonstrating their readiness to the court if the student is not employed and lacks any savings, yet in many jurisdictions, this readiness is required.

3. ▲ **Ask** each student to explain how their understanding of emancipation law will affect their desire to emancipate or stay emancipated. **Aid** each youth to develop a workable plan to integrate their desire to become/remain independent with the applicable laws of your region, for example, a student quarreling with their guardian may need the guardian's continued consent to become and remain emancipated; this student may wish to develop a more cooperative relationship with the guardian to better ensure preserving the needed guardian approval.

4. ▲ **Review the major points of this lesson:**

- **The laws that regulate emancipation are set by your state and/or county.**
- **Some states or counties do not have laws that specify how a minor becomes emancipated.**
- **Your region's emancipation laws are your guides to what you can and can not legally do when emancipated. These laws also specify how you become and remain emancipated.**
- **You must learn and understand your region's emancipation laws because you may have to adjust your behavior to comply with these laws in order to become and stay emancipated.**

Lesson 15

Self-Defense for Young People Living on Their Own

Goal: To train students to be ready to defend and protect themselves on the streets, in their homes, on the job and on their own.

Materials: Chalkboard, chalk, resource expert (optional; but usually available from your local police department, rape crisis center or self-defense training provider. If an expert is unavailable, many agencies, colleges and libraries offer excellent videos that can be used), a listing for each student of area self-defense classes.

1. ▲ **Introduce** your expert guest, and **discuss** with the class and the guest, if there is a need for the students to take self-defense training. **Encourage** the expert and class members to offer stories of problems young people encounter in your area when they might need to be prepared to defend themselves. **Ask** the class members if they wish to encounter similar situations while they are unprepared in managing and avoiding these dilemmas.

2. ▲ **Ask** the expert to demonstrate several basic, easy-to-remember defense strategies, and to share tips to staying safe. **Include** consideration of the problems students may encounter from involvement in these problem behaviors: *running away, bumming cigarettes, hitchhiking, provocative clothing, cruising, ignoring "come-on's", promiscuity, late night outings alone, being in isolated areas, unlocked doors, riding with strangers or acquaintances, becoming involved in fights, going home with strangers, accepting gifts from strangers, etc.*

3. ▲ **Give** each student a listing of area self-defense classes and **encourage** them to attend.

4. ▲ **Review the major points of this lesson:**

- **You will want to be able to avoid and manage the dangerous situations that can occur.**
- **Many problem behaviors that troubled youth can become involved in, such as fighting, hitchhiking, late night outings and running away, involve tremendous risk of harm.**
- **To be ready to live safely when you are on your own, you will need to know basic self-defense techniques.**

Lesson 16

Surviving the "Kamikaze Period" of Moving Out

Goal: To teach students the steps they must take to cope emotionally during the initial transition period of independent living.

Materials: Chalkboard, chalk, paper and pen for each student, phone books.

1. ▲ **Inform** the students that they will be learning how to cope emotionally during the first days and weeks of living independently, and during the weeks that immediately precede their move into their new site. With the active input of the rest of the group, **ask** each student to identify the emotional problems they will likely experience during that period of time, and **emphasize** to the group members that these problems (such as loneliness and ambivalence) are expectable and normal, and cannot usually be avoided.

2. ▲ **Inform** the students that studies show that youth who are connected with, and use, a support network, are more likely to successfully remain in independent living. **Ask** each student to use the phone books and work with the class to write on paper the names, work and home phone numbers, addresses with directions, and times of availability of support people including teachers, counselors, peers, family, friends, etc.

3. ▲ **Inform** the students that this period of transition has been nicknamed the "kamikaze period" by many young people because so many youth hurry to move into independent living, then finding that it is harder, lonelier and scarier than they ever imagined, they fall back into old, self-destructive behaviors. **Inform** the students that the term "kamikaze period" refers to the youth's tendency to return to using old, problem, self-destructive behaviors during this stressful time.

▲ **Discuss** in depth with each student their specific plan for early identification of problem feelings, how they will rely on their key support people, and how they do and do not wish to receive help. **Encourage** the other class members to refine the plan by confronting areas that are denied, minimized or omitted.

4. ▲ **Review the major points of this lesson:**

- **The period of time that starts a few weeks before moving out, and lasts through several weeks after the move, can be called the "kamikaze period".**
- **The "kamikaze period" describes the time when a young person is most at risk of returning to problem, self-destructive behaviors as they begin to experience severely ambivalent feelings about moving out and being on their own.**
- **Feeling very ambivalent about living independently is normal, and generally will occur before and/or after your move, and will last for a few weeks.**
- **The "kamikaze period" is a common time for students to lose their independent living status due to their problem behaviors. By developing a strong plan to manage yourself during this time period, you can avoid many of the worst difficulties, and best ensure that you remain independent.**

Lesson 17

Messages on the Door

Goal: To help youth realistically appraise their readiness for independent living and to increase their receptivity to independent living training.

Materials: one copy of the "Messages on the Door" Quiz for each student, chalk, chalkboard, pens.

1. ▲ **Inform** the students that they will examine their readiness to move into independent living by completing a quiz that samples their preparation level. **Distribute** the quizzes to the class members and **ask** them to complete the tests, then **discuss** each item with the class.

2. ▲ Working with one student at a time, and with active input from all class members, **aid** each participant to discuss the likely outcomes of pursuing independent living without additional preparation. **Ask** each student to identify which results they prefer to obtain. **Aid** each student to commit to accepting training for independent living.

3. ▲ **Review the major points of this lesson:**
   - **Young adults are not automatically ready to live independently. Training will be necessary to prepare you to succeed.**
   - **You can avoid many predictable difficulties by securing and using independent living training.**
   - **Resisting training to succeed in independent living hurts only you. Accepting training maximizes your chances to stay independent and in charge.**

MESSAGES ON THE DOOR

Are You Ready For Independent Living? Find out by telling how you would manage the messages below that are similar to those you could actually find on the door of your new apartment.

I won't be able to fix the toilet until I get a $190 surcharge to your rent from you. I just don't have the money until I get this fee from you. Until then I don't know what to suggest you do about the toilet not flushing. (Signed) Your Landlady.

▼▼▼▼▼

I got your note about the noises. I'm not sure but I think that cockroaches are pretty quiet. I think it's rats or mice but I can't tell for sure. Also, be very sure to keep all the windows closed all the time even on these 95 degree days. Otherwise we'll get bats in again and they're impossible to get rid of once they're in. So please, stop worrying about the gnawing sounds. It's probably just a little mouse. Worry instead about the bats and keep the windows shut no matter how hot it gets. (Signed) Your Roommate.

▼▼▼▼▼

I'm sorry I haven't gotten by more but I don't know what to tell you. I'm short of cash too and I don't have any extra food to give you. I'm sorry that you ran out of food so far ahead of your next pay check coming in but I don't know how to handle this kind of situation. What are you going to do? Have you eaten since I saw you last Thursday? I wish I knew what to tell you. Let me know what happens. (Signed) A Friend.

▼▼▼▼▼

Sorry to have missed you. I heard about your money situation and I have a suggestion for you. I'm in a similar jam. I'm sure your roommate and landlady wouldn't mind if I shared your room with you. I know that it's small but it could save us both money and we could just take turns sleeping on the floor or we could share your mattress. I don't think that anyone would care or notice and it would bail us both out of tight financial situations. I'm desperate so I know you won't let me down. I'll be back with all my stuff tonight. (Signed) Another Friend.

▼▼▼▼▼

FINAL NOTICE: In accordance with Law 94-145, this is the proscribed legal notice of disconnection of your gas line which may supply the fuel for your heat, stove and other items. Due to repeated non-payment, late payment or other problem activity by you, we will disconnect your line within twenty-four hours unless you can show legal cause that this disconnection violates the above stated statute, current federal regulation, county ordinance, city code or other standard. Provide this notice in accordance with statute requirements to receive reconsideration.

▼▼▼▼▼

Just missed you, I guess. It sure looks like you are having rough times. Maybe I should make you come back home and live with me. I'm sure we could get your dad to stop hitting you this time. Call me right away. Maybe it isn't right for you to be on your own. (Signed) Your legal guardian.

There's Always Something to Do When There's Nothing to Do

Goal: To show students that they can always find a legal, appropriate recreational activities even when they don't have much money, transportation and live in "the middle of nowhere".

Materials: Chalkboard, chalk, paper and pen for each student.

1. ▲ **Inform** the students that they will be discussing leisure time management. **Ask** the students if ample legal, appropriate recreational opportunities exist in their area. **Permit** the students to vent about lacking recreational options they can do. **Inform** the students that young people everywhere often state there is "nothing to do", and that students who live next to Disney World in Orlando, Florida say they're bored just as often as youth in rural areas; "all" kids seem to feel they lack good recreational options.

2. ▲ **Challenge** the students to list out 25 recreational activities they could do locally without much transportation or money. When students complain about this chore, increase the number to fifty and **inform** them that since they've already indicated they have nothing else to do, they can stay in class to complete this list for as long as they need. Be ready to **write** their ideas on the board. (A list of activities is attached for you to refer to and to help the students). Students should be able to develop a list of 50-100 items within twenty minutes if required to do so, and provided firm encouragement.

3. ▲ Once the list of rec activities is completed, **note** that the class easily developed this list and that this suggests that the students' belief that there is "nothing to do" may be inaccurate. **Write** on the board and **discuss** the difference between *"there's nothing to do"* and *"I'm choosing not to do anything"*. **Ask** the students to identify which phrase actually applies to them, then **request** that each student select five recreational activities they could actually do if they chose to.

▲ **Discuss** the relationship of being bored to involvement in illegal and problematic activities. **Ask** the students to consider which they would rather involve themselves with: *Finding a rec activity that might actually enjoy OR be bored and at risk for problem and illegal behaviors that could have serious consequences?*

4. ▲ **Review the major points of this lesson:**
   - **Young people everywhere often feel there is "nothing to do".**
   - **Often when a young person says "there's nothing to do", they really mean "I'm choosing not to do anything."**
   - **When you are bored, you are at greater risk of involvement in problem and illegal activities.**
   - **You might actually enjoy many of the activities you now downgrade without ever trying.**

RECREATIONAL ACTIVITIES FOR ADOLESCENTS

Board games
Face painting
Contests
Concerts
Hiking
Gardening
Swimming
Make ice cream
Jogging
Relay races
Go to the library
Car wash fund raisers
Movies
Obstacle courses
Bar-B-Ques
Picnics
Vegetable/fruit picking
Insect, plant, etc. collections
Charades
Tug of war
Masquerade Parties
Monte Carlo Nights
Roller Skating
Kite making
Kite flying
Soap box cars
Livestock shows
Frisbee
Hackey-sack
Sports
Cooking, baking
Nature walks
Museums
Planetariums
Gymnasiums
Races
Backpacking
Zoo
Fishing
Snorkeling
Camping
Hot Springs
Circus
Plays
Miniature Golf
Bowling
Arrowhead hunting
Amusement Parks
Tours of businesses
Parades
Bicycling
Tennis
Water fights
Parks
First Aid, CPR classes
Photography
Skateboarding
Horseshoes
Squirt gun fights
Ping Pong
Auto races
Visit wildlife refuge
Feed the ducks
Volunteer
Playgrounds
Finger painting
Dances
CB, ham radio
Wilderness experiences
Community college courses
Bake sales
Theatrical productions
Sledding
Build furniture
Build tree-house
Arts and Crafts
Poetry
Auto repair
Croquet
Badminton
Billiards
Badminton
Foosball
Electronic games
Scavenger hunts
Treasure hunts

How to Seek and Detect Good Housing

Goal: To teach students how to thoroughly investigate living sites before renting.

Materials: Chalkboard, chalk, pens, paper, slips of paper (Make enough slips so that there are several slips for each student. On each slip, write one or more typical problems that can occur in an apartment, such as "The toilet doesn't work" and "There is a $500 non-refundable cleaning deposit due in full at once"), a container to hold the slips.

1. ▲ **Inform** the students that they will be discussing and practicing how to check out living sites before renting. **Ask** the students to identify everything they should investigate prior to renting, and **list** these items on the board while the students list the items on a paper that they can retain and use. **Include** the following items: *general maintenance, security, rent, deposits, type of appliances and working condition, storage space, utilities included in rent, location of manager, promptness of repair help, noise within and outside building, condition of neighborhood, insects or rodents, laundry facilities, hazards and problems in the building and apartment.*

2. ▲ **Discuss** with the students that to thoroughly investigate the items on their list, they must both ask the property manager and when possible, see for themselves if the item is as described. For example, a student should ask "Does the sink work?" then try it to determine if it does. **Discuss** the importance of "both asking and trying" with the students.

3. ▲ **Ask** the students to practice using their lists in role-plays of renting apartments. Read aloud the role-play instructions:

• *When it is your turn to play the part of the prospective tenant, you will draw a slip of paper from the container, and without looking at it, hand it to the person playing the property manager. The property manager will read the slip without showing it to anyone. On the slip is a problem or problems with this apartment. It is your job to discover the problems before you rent the apartment and must live with these difficulties. You will have five minutes to investigate and discover the problem, but you must both "ask and try out" each item whenever possible. If you only ask, or only try, the property manager will not reveal the problem to you. If you both ask and try, then the property manager will reveal the problem to you, and then you can work to either resolve the difficulty or choose to not rent the site. Discuss each completed role-play with the class, and how you will apply what you have learned to your actual apartment hunt.*

4. ▲ **Review the major points of this lesson:**

• **There are many items that must be investigated before you rent your independent living site.**

• **You must "ask and try" whenever possible, so that you both ask the manager about each item, and then try it out for yourself.**

• **If you don't ask, or if you don't try out items, then you may rent a site with extremely serious problems.**

• **Many sites have multiple problems.**

• **It is much easier to resolve problems before you sign the rental agreement. Once your rent an apartment, you may find you also rented the problems.**

Lesson 20

Transform "Ambivalence Man" into "Independence Man"

Goal: To help students prepare for the ambivalent and tumultuous emotions they may experience as they near emancipation.

Materials: Chalkboard, chalk, one copy for each student of "Help Ambivalence Man Change into Independence Man", pens.

1. ▲ **Inform** the students that they will be discussing the predictable pitfalls that can occur during the move-out period. **Inform** the students that the move-out time is the most difficult period of becoming emancipated, and **discuss** that many youth return to using past self-destructive and problem behaviors and lose their emancipation status at this point in time.

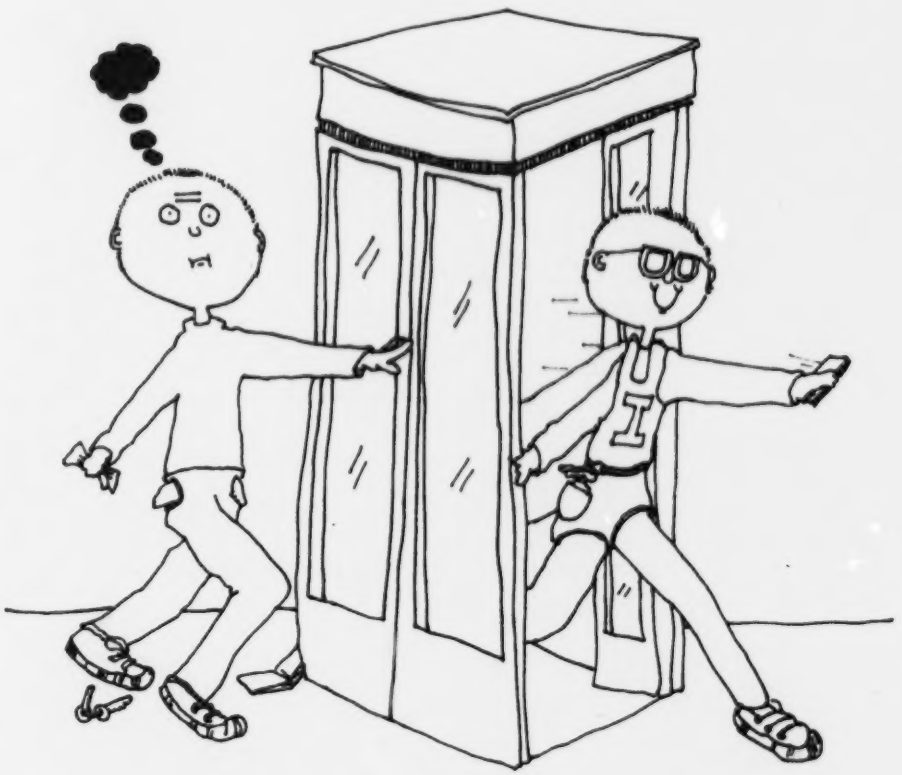
2. ▲ **Discuss** with the students that to thoroughly prepare for moving out, they must prepare themselves emotionally and socially. **Distribute** the copies of "Help Ambivalence Man Change into Independence Man" and **assist** the students to list their likely or actual problems associated with their ambivalence, and to develop specific solutions to cope with these concerns. For example, when feeling lonely, the solution could be to call a support person immediately rather than wait to see if the problem feelings intensify. **Discuss** the completed sheets one at a time, noting that Ambivalence Man may continue to surface from time to time, and eventually may completely or partially fade away.

3. ▲ **Ask** the students to each devise a sentence or signal they can use to let their support people know that they are beginning to feel like Ambivalence Man. For example, a student who is feeling too depressed and lonely to even talk to anyone, could just hold up a picture of Ambivalence Man to alert his support people that he needs help. **Discuss** with each student how they will actually alert their support people and really follow through on quickly using the solutions they have devised to help them when they become in turmoil.

4. ▲ **Review the major points of this lesson:**

- **Many emancipating youth have periods of turmoil during the weeks before and after they move into independent living.**
- **This turmoil often involves feelings of ambivalence and uncertainty that can be hard to manage on your own.**
- **The weeks immediately before and after moving out are the times when youth are most at risk of losing their emancipation status due to problem behaviors.**
- **By developing a plan to manage your ambivalent feelings, you can moderate the problems you will encounter.**
- **It is expectable and normal to have mixed feelings about moving out on your own, but by relying on your support people, you can experience less stress and difficulty, and best preserve your independent living status.**

HELP "AMBIVALENCE MAN" CHANGE INTO "INDEPENDENCE MAN"



	Ambivalent Man's Problems	Independence Man's Solutions
Feelings		
Fears		
Attitudes		
Behaviors		
Other:		
Other:		
Other:		

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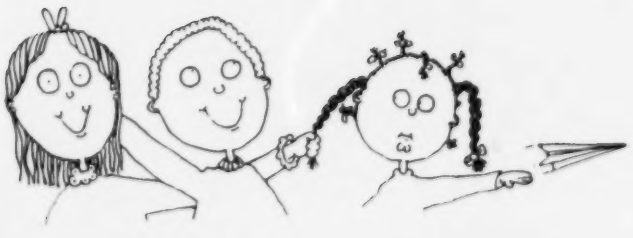

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